



INFLUENCE OF RECREATIONAL INTEREST ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The research study focused on recreational interest and emotional maturity of higher secondary students. Descriptive survey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The population of the present investigation is all the higher secondary students studying in Sankarankovil taluk, Tirunelveli district, Tamilnadu. The size of the sample comprised 310 higher secondary students was selected from ten schools. The results indicated that, the level of recreational interest and emotional maturity of higher secondary students are found to be moderate with regard to locality of the school. The research reveals that the rural school students are better than the urban school students in their recreational interest and emotional maturity and there is a significant influence of recreational interest on emotional maturity of higher secondary students.

KEY WORDS: Recreational interest, Emotional maturity, Higher secondary students.

INTRODUCTION:

Interest refers to motivating forces that impress us to attend to a person, a thing, or an activity or it may be the effective experience that has been stimulated by activity itself. In other words interest can be an activity and the result of participation of the activity. One of the greatest problems in education is how to arouse the interest of the students. When students take interest in the activity or experience of the lesson, the problem of inattentiveness will be solved by itself.

An individual's recreational interest is largely determined by his socio-economic conditions. Recreational activities also offer people a great way to socialize and meet others they would normally not have contact with in their daily lives (Radhakrishnan & Anandaraj, 2017). Recreational activities are important for the physical and psychological wellbeing of people. If a person does not take time out from work, stress and other health problems are more apt to arise. Recreation is an important process that helps refresh and reinvigorate both the body and mind. Some forms of recreational activities do not need to be physical at all. These activities can help improve cognitive function and take stress off of a person who thinks about work all of the time [1]. The number of recreations adolescents engage in is also greatly influenced by how popular they are. Because many of the recreations of adolescents require participant from the peer group, the adolescent who does not belong to a clique and who has few friends is forced to concentrate on solitary forms of recreation [2].

Human beings are creatures of feelings or emotions. Our emotions control our behavior. Emotions are one of the dimensions of personal experiences (Marimuthu & Anandaraj, 2017). They are expressed as love, fear, anger, laughter, tears etc. Emotion is that mental condition in which a person becomes excited intensely. There are so many disturbances in the mind of the person at the time of emotion that his whole behavior is turned upside down. Emotions inspire a person to do something. If the intensity of emotion is pleasant, the person wants to see the situation for long, and if it is unpleasant he wants to move away from it. In its broadest sense emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others to love and to laugh, his capacity for whole hearted sorrow when an occasion for grief arises, and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage". (Aruna Mohan, 2006:180). In democratic societies, emotional maturity can be developed and improved upon by developing democratic values in the individual through the medium of education institutions, family and social institutions.

NEED AND SIGNIFICANCE OF THE STUDY:

Adolescence is known as period of stress and storm and they undergo huge level of stress and conflicts during this period, if an adolescent is emotionally mature, he or she can deal with the stress very effectively. Emotional pressure is increasing day by day at adolescent stage. Handling the Emotion are an effective determinant to shaping the personality, attitudes and behaviour of the adolescents into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self worth. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programs watched on television. Emotionally mature person will have more satisfaction in life and he will be

satisfied with what he is and have a balanced attitude. Recreational after school programs offer children an opportunity to let off some steam and to distress them. To be well adjusted, an individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. They are quality popular in the discipline of psychology, sociology and education. Therefore the investigator wants to study the influence of recreational interest on emotional maturity of higher secondary students.

OBJECTIVES OF THE STUDY:

The researcher has framed the following objectives for the present study.

1. To find out the level of recreational interest and emotional maturity of higher secondary students.
2. To find whether there is any significant difference between urban and rural school higher secondary students in their recreational interest and emotional maturity.
3. To find whether there is any significant influence of recreational interest on emotional maturity of higher secondary students.

HYPOTHESES:

1. There is no significant difference between urban and rural school higher secondary students in their recreational interest and emotional maturity.
2. There is no significant influence of recreational interest on emotional maturity of higher secondary students.

METHODOLOGY:

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Recreational interest scale' comprises of 34 items which was developed by Radhakrishnan and Anandaraj in the year 2016 and "Emotional maturity scale" comprises of 34 items, which was developed and validated by Shanthi (investigator) and Anandaraj (Research supervisor) in 2018. The investigator has selected the sample by random sampling technique for the present study. It comprises of 310 higher secondary students studying in Sankarankovil taluk, Tirunelveli district, Tamilnadu. The data were analysed by using Mean, Standard Deviation, 't' test and regression.

Analysis of the Data:

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of recreational interest and emotional maturity of higher secondary students with regard to locality of the school

Variable	Recreational interest						Emotional maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	38	24.7	102	66.2	14	9.1	34	22.1	111	72.1	9	5.8
Rural	24	15.4	94	60.3	38	24.4	16	10.3	100	64.1	40	25.6

It is inferred from the above table that 24.7% of urban area school students have low, 66.2% of them have moderate and 9.1% of them have high level of recreational interest. 15.4% of rural area school students have low, 60.3% of them have moderate and 24.4% of them have high level of recreational interest.

22.1% of urban area school students have low, 72.1% of them have moderate and 5.8% of them have high level of emotional maturity. 10.3% of rural area school students have low, 64.1% of them have moderate and 25.6% of them have high level of emotional maturity.

Ho1: There is no significant difference between urban and rural school higher secondary students in their recreational interest and emotional maturity.

Table 2: Difference between urban and rural school higher secondary students in their recreational interest and emotional maturity

Variable	Group	Number	Mean	SD	't' Value	Remarks
Recreational interest	Urban	154	61.59	7.075	3.466	S
	Rural	156	64.55	7.934		
Emotional maturity	Urban	154	101.27	10.557	6.021	S
	Rural	156	109.19	12.490		

(at 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is significant difference between urban and rural school higher secondary students in their recreational interest and emotional maturity.

While comparing the mean scores of urban and rural school students, rural school students (mean = 64.55) are better than the urban school students (mean = 61.59) in their recreational interest and rural school students (mean = 109.19) are better than the urban school students (mean = 101.27) in their emotional maturity.

Ho2: There is no significant influence of recreational interest on emotional maturity of higher secondary students.

Table 3: influence of recreational interest on emotional maturity of higher secondary students

Variable	R Value	R ²	Calculated F Value	Remarks
Recreational interest and Emotional maturity	0.117	0.14	4.270	S

(at 5% level of significance, the table value of F is 3.871 for df(1, 308) S- Significant)

It is inferred from the above table that there is significant influence of recreational interest on emotional maturity of higher secondary students.

FINDINGS OF THE STUDY:

The major findings derived from the study are:

1. The level of recreational interest and emotional maturity of urban and rural school higher secondary students are found to be moderate.
2. Rural school students are better than the urban school students in their recreational interest and emotional maturity.
3. There is significant influence of recreational interest on emotional maturity of higher secondary students.

Educational Implications:

Recreation is an activity of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. Humans spend their time in activities of daily living, work, sleep, social duties, and leisure, the latter time being free from prior commitments to physiologic or social needs, a prerequisite of recreation. After school programs the student's activities can be divided into 3 broad categories: academic, recreational and social. Balanced development takes place when there is compatibility between the physical, mental as well as the educational achievements of the child which may improve the maturity of the students. In this study we found that rural school students are better than the urban school students in their recreational interest and emotional maturity. This may be due to the fact that, the rural school students may have an opportunity to collaborate with the society. This may be due to the fact that, the rural school students may have the opportunity to play with peers in street and playground at anytime and anywhere without restriction when compare to rural school students. This research also found that there is significant influence of recreational interest on emotional maturity of higher secondary students the fact may be emotionally mature person persist the capacity for fun and recreation. Because the most outstanding mark of emotional maturity is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality.

Based on the finding we recommended that parents should encourage their wards to engage in enjoyable activities which may help to reduce their stress and put them in a positive mindset. Schools have some recreational activities and programmes to enhance the problem solving abilities. It is always good to create school community partnership to enhance the maturity of the students.

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